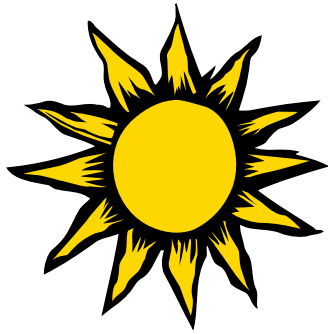


California
English Language
Development Test
(CELDT)

2002–03
North/South Update

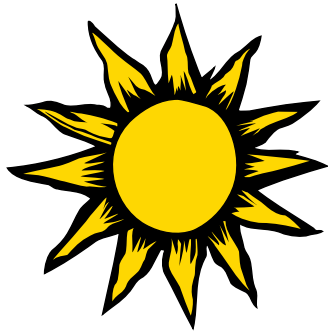
September 30 — Sacramento
October 2 — Burbank

California Department of Education
Standards and Assessment Division



CELDT 2002–03 Initial/Annual Assessments

- ◆ All identified English Learners must be assessed during annual assessment window
July 1–October 31, 2002
- ◆ English Learners must be assessed once each school year and annually until they are reclassified
- ◆ CELDT Form B must be used for:
 - initial identification assessment for the 2002–2003 school year
 - annual assessment of English Learners

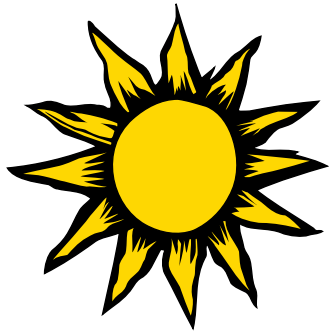


CELDT 2002–03

Initial/Annual

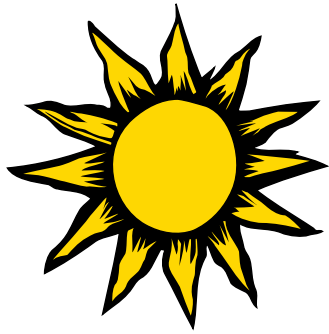
Assessments

- ◆ All pre-enrolled kindergartners tested prior to July 1, 2002 should not be tested again during next annual testing window
- ◆ For kindergartners/first graders:
 - students must score Early Advanced on the listening/speaking section of CELDT to be classified as Fluent English Proficient (FEP) for initial identification
 - criteria established by the State Board of Education (May 2001) must be followed for identifying English Learners
 - reading and writing sections of the CELDT are not part of required criteria



CELDT 2002–03 Training

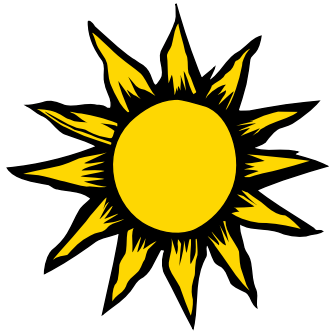
- ◆ **Staff administering the CELDT must have attended a training session**
(Title 5, California Code of Regulations, Division 1, Chapter 11 article 2, Administration B11511 (d))
- ◆ **For training information, contact your Regional Training Center listed on the CDE Web site:**
<http://www.cde.ca.gov/statetests/celdt/>



CELDT 2002–03

Pre-Identification

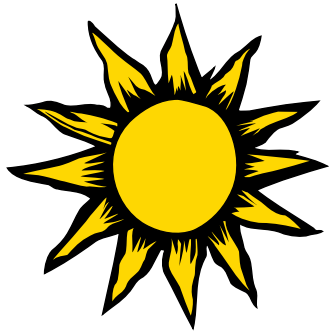
- ◆ **Testing publisher:**
 - provided pre-ID process information to districts
 - must have received electronic files by September 16, 2002
- ◆ **2002 electronic file format aligned to the STAR format as much as possible**
- ◆ **Precode barcode file layout instructions on the CTB Web site:**
<http://www2.ctb.com/state/CA/celdt/>



CELDT 2002–03

Pre-Identification

- ◆ Information submitted on the pre-ID file always overrides information on student's answer document
- ◆ If an error is present on student's pre-ID
 - destroy that student's pre-ID barcode label
 - complete all fields on students answer document as if pre-ID were not used

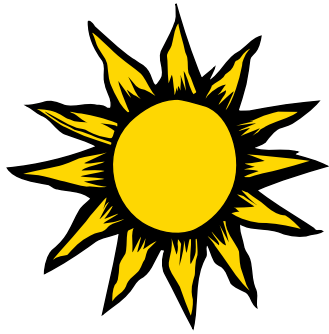


CELDT 2002–03

Pre-Identification

For example:

- ◆ The pre-identification file indicates student is in grade 5 but student is actually in grade 6,
- ◆ Student's pre-identification barcode label should be destroyed, and
- ◆ All fields should be completed by hand on that student's answer document

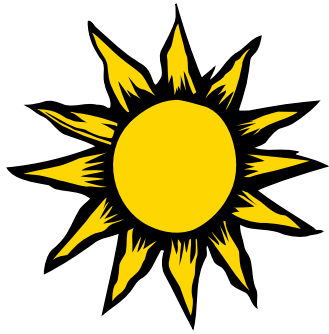


CELDT 2002–03

Pre-Identification

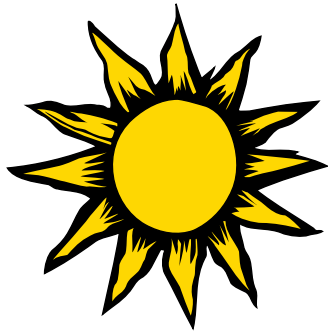
- ◆ For further information about the pre-identification process, contact the testing publisher at

(800) 994-8594



CELDT 2002–03 Student Scores

- ◆ **Prior year CELDT student scale scores are required for each student's overall proficiency and skill areas (listening/speaking, reading, and writing)**
Title 3, Subchapter 2, Section 3121(d)
- ◆ **Site CELDT Coordinator from sending school is responsible for providing student scale scores to receiving schools upon request**



CELDT 2002-03

Score Request Form



CALIFORNIA ENGLISH-LANGUAGE DEVELOPMENT TEST

Request Form

California English Language Development Test (CELDT) Score

To: Site CELDT Coordinator

Directions: California Department of Education requires schools to provide student CELDT results to schools receiving EL students. Please complete the CELDT Score section of this form and return it to the receiving school immediately.

Receiving School's Information

Today's Date _____

Requester's Name _____ District _____

Phone _____ Fax _____ Email _____

Mailing Address _____ City _____ Zip Code _____

Student Information

Last Name _____ First _____ Middle _____ Other Name Used (Last, First, Middle) _____

Birth Date (mm/dd/yy) _____ Current Grade _____

Current Enrolling School District _____ Current Enrolling School Site _____

Previous Enrolled School District _____ Previous Enrolled School Site _____

CELDT Score

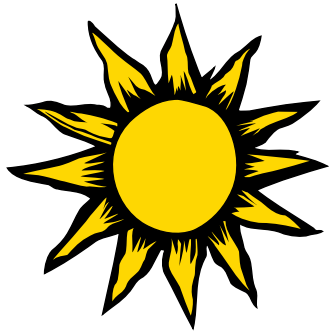
Has student taken the CELDT? ____ No ____ Yes

If reclassified, provide date: _____ (If reclassified, please send documentation)

Complete the following for the student's most recent CELDT administration.

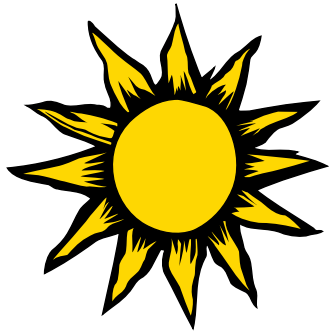
	<u>Scale Score</u>	<u>Level</u>	Date Testing Completed _____
Listening/Speaking	_____	_____	
Reading	_____	_____	
Writing	_____	_____	
Overall	_____	_____	
Comments:			

Signature (Previous Enrolled School Site) _____ Printed Name _____ Date _____



CELDT 2002–03 Student Scores

- ◆ **Title 5 CELDT Administrative Regulations, Section 11513.5 requires district superintendent to appoint a Site CELDT Coordinator at each school**
- ◆ **Responsibilities of site and district CELDT Site Coordinators are on the CDE Web site:
<http://cde.ca.gov/regulations/>**

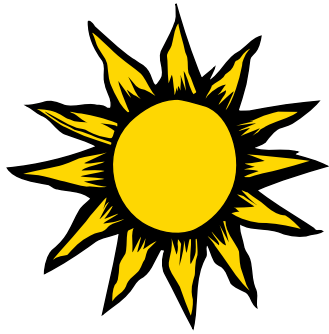


CELDT 2002–03

Listening/Speaking

Exemption

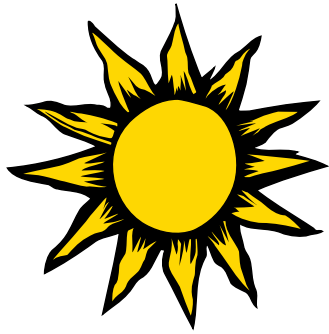
- ◆ Students who previously received Early Advanced or Advanced proficiency level for Listening/Speaking are not required to take the Listening/Speaking section again within the same grade span for the 2002 annual assessment



CELDT 2002–03

Listening/Speaking Exemption

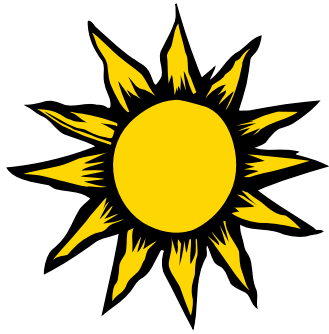
- ◆ District taking advantage of this exemption must follow these steps:
 - Provide the student's previous CELDT Early Advanced or Advanced Listening/Speaking scale score on the student's answer document (or pre-ID for districts using pre-ID)
 - Indicate the grade the student was in when he/she achieved the previous scale score
 - Do not administer the Listening/Speaking section to that student
 - Leave the Listening/Speaking section blank on the answer document



CELDT 2002–03

Listening/Speaking Exemption

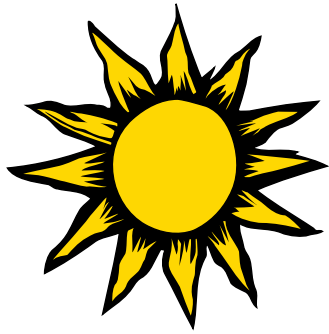
- ◆ Listening/Speaking scale score provided by district will be used to calculate the student's current overall scale score
- ◆ Interpretation of overall scale score uses Listening/Speaking score from previous administration of the CELDT
 - that score may not reflect current Listening/Speaking proficiency level of student



CELDT 2002–03

Listening/Speaking Exemption

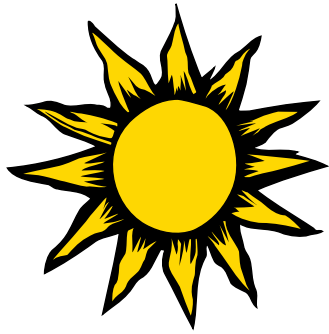
- ◆ If Listening/Speaking section is not given to a student **who did not reach Early Advanced**, that student will be given the lowest scale score possible on the Listening/Speaking section (i.e., the student's previous scale score will **NOT** be used to calculate their overall scale score).



CELDT 2002–03

Listening/Speaking Exemption

- ◆ If listening speaking section is not given to a student **who reached Early Advanced in a different grade span than the one they are currently being tested** in, that student will be given the lowest scale score possible on the Listening/Speaking section (i.e., the student's previous scale score will **NOT** be used to calculate their overall scale score)



CELDT 2002–03

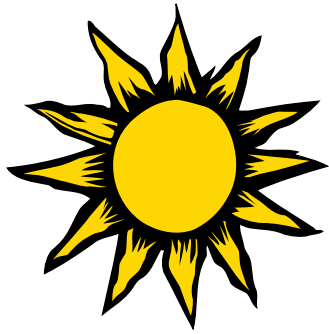
Scale Score Cut Points

CELDT Overall Proficiency Levels

Test Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	409 and below	410–457	458–505	506–553	554 and more
Grade 1	423 and below	424–470	471–516	517–563	564 and more
Grade 2	442 and below	443–482	483–523	524–564	565 and more
Grades 3–5	446 and below	447–487	488–528	529–568	569 and more
Grades 6–8	446 and below	447–487	488–528	529–568	569 and more
Grades 9–12	446 and below	447–487	488–528	529–568	569 and more

CELDT Listening/Speaking Proficiency Levels

Test Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	409 and below	410–457	458–505	506–553	554 and more
Grade 1	423 and below	424–470	471–516	517–563	564 and more
Grade 2	453 and below	454–494	495–535	536–576	577 and more
Grades 3–5	437 and below	438–481	482–525	526–568	569 and more
Grades 6–8	437 and below	438–481	482–525	526–568	569 and more
Grades 9–12	437 and below	438–481	482–525	526–568	569 and more



CELDT 2002–03

Scale Score Cut Points

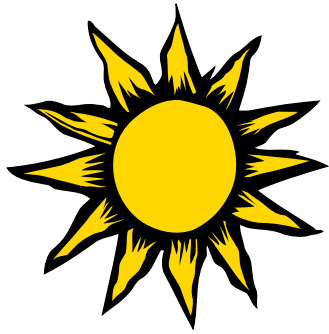
CELDT Reading Proficiency Levels

Test Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade 2	437 and below	438–474	475–510	511–547	548 and more
Grades 3–5	465 and below	466–498	499–532	533–565	566 and more
Grades 6–8	465 and below	466–498	499–532	533–565	566 and more
Grades 9–12	465 and below	466–498	499–532	533–565	566 and more

CELDT Writing Proficiency Levels

Test Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade 2	423 and below	424–448	469–513	514–558	559 and more
Grades 3–5	444 and below	445–487	488–529	530–572	573 and more
Grades 6–8	444 and below	445–487	488–529	530–572	573 and more
Grades 9–12	444 and below	445–487	488–529	530–572	573 and more

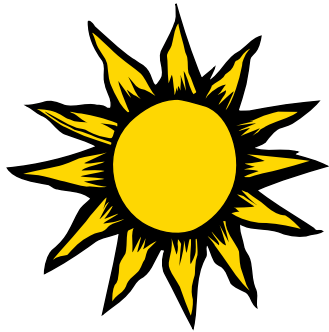
Note: These tables are not to be used as replacements for the skill area raw score conversion tables found in the CELDT Scoring Guide.



CELDT 2002-03

Alternate Assessment, Accommodations

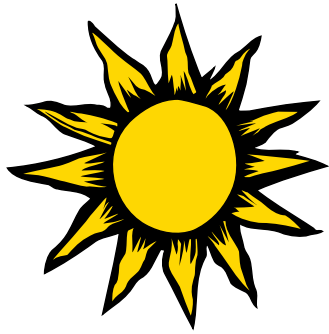
- ◆ If a student is using an alternate assessment for all or any portion of the CELDT, Field #10 of the demographics sheet must be filled in
- ◆ Student report will indicate Beginning for any portion of CELDT exam not administered
- ◆ The IEP Team must review results of the alternate assessment and CELDT to determine student's proficiency level



CELDT 2002-03

Alternate Assessment, Accommodations

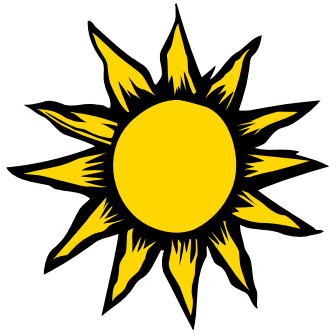
- ◆ Students with disabilities using accommodations to take the CELDT must have those accommodations bubbled-in on Field #11
- ◆ This field must be completed at the time of testing and may not be pre-coded



CELDT 2002–03

Logistics/Materials

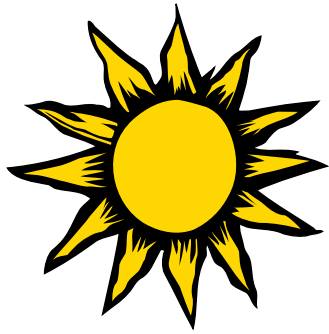
- ◆ Districts should return completed answer documents to testing contractor on a monthly basis
- ◆ Used prompt sheets must be destroyed
- ◆ Districts should keep unused prompt sheets, test booklets (grades 3–12), and listening/speaking audiotapes in secure storage



CELDT 2002–03

Logistics/Materials

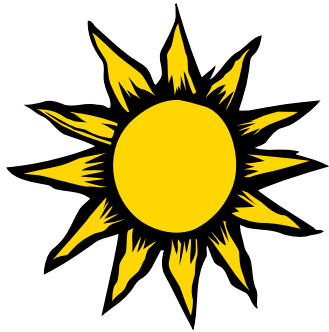
- ◆ **Testing contractor will send districts monthly data disks for initial identification students after districts return CELDT tests**
- ◆ **All data disks should be retained and compiled by districts**



CELDT 2002–03

Excessive Materials Charge

- ◆ Districts may contact testing contractor for additional test materials
- ◆ Districts are responsible for the cost of excessive materials, and an excessive materials charge will be levied by testing contractor



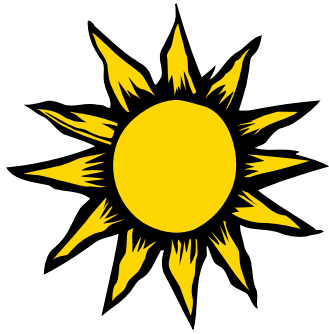
CELDT 2002–03

Excessive Materials Charge

CELDT regulations state:

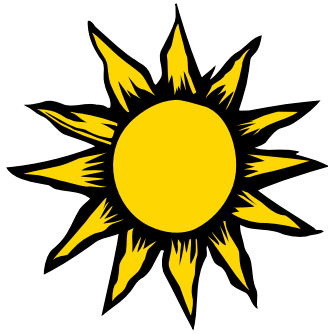
“If the school district places an order for tests for any school that is excessive, the school district is responsible for the cost of materials for the difference between the sum of the number of pupil tests scored and 90 percent of the tests ordered...”

*Title 5, California Code of Regulations,
Division 1, Chapter 11 article 2,
Administration §11511(d)*



CELDT 2002–03 Security Forms

- ◆ Test Security forms are online at <http://www.cde.ca.gov/statetests/celdt/>
- ◆ Test Security forms must be kept on file at the district office

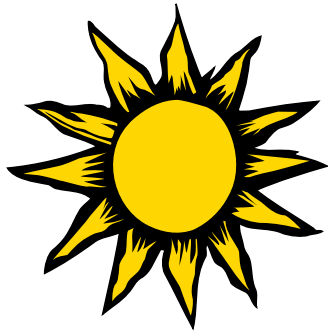


CELDT 2002–03 Apportionment, Certificates of Compliance

Monthly Certificate of Compliance:

- ◆ Ensures compliance with the legal requirements regarding administration of the CELDT
- ◆ Must be signed by district CELDT coordinator and submitted to CDE when test materials are sent to testing contractor

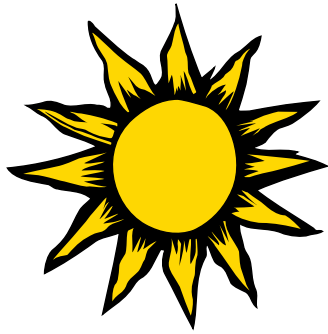
*Title 5, California Code of Regulations
Division 1, Chapter 11 article 2,
Administration §11511 (d)*



CELDT 2002–03 Apportionment, Certificates of Compliance

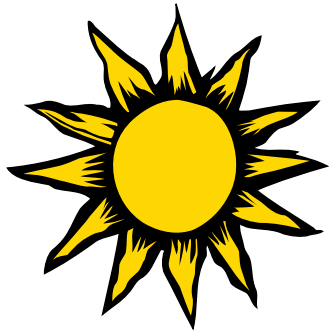
Final Certificate of Compliance:

- ◆ **Ensure district compliance with legal requirements regarding administration of the CELDT**
- ◆ **Must be signed by district Coordinator and district Superintendent and submitted to CDE by November 30, 2002**



CELDT 2002–03 Apportionment, Certificates of Compliance

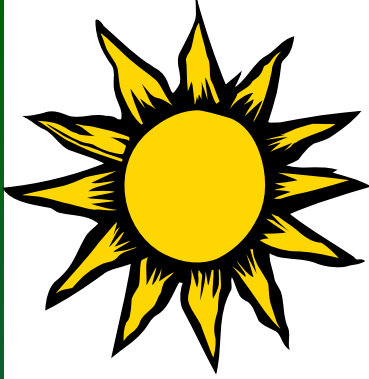
- ◆ Instructions for completing Apportionment Form and Certificates of Compliance can be found on the CELDT Web site: <http://www.cde.ca.gov/statetests/celdt/>



CELDT 2002–03

Information on the Web

- ◆ <http://www.cde.ca.gov/statetests/celdt/>
 - Training information
 - Test Security forms
 - Instructions for completing the Apportionment Form and Certificates of Compliance
- ◆ <http://www2.ctb.com/state/CA/celdt/>
 - Precode barcode file layout instructions
- ◆ <http://cde.ca.gov/regulations/>
 - Responsibilities of site and district CELDT Site Coordinators

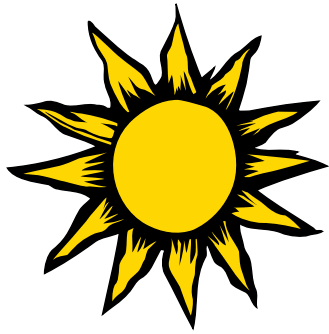


CELDT 2002–03

**Guidelines for
Reclassification of
English Learners**

**Approved by
State Board of Education**

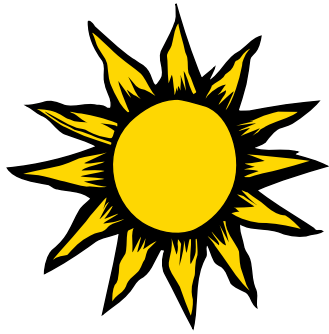
September 2002



Guidelines for Reclassification of English Learners

Assessment of English Language Proficiency:

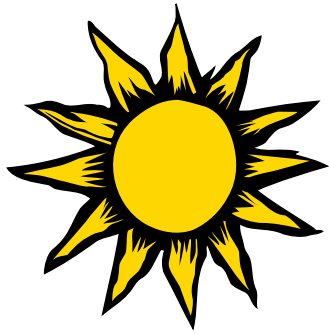
- ◆ Use California English Language Development Test (CELDT) as the primary criterion
- ◆ Consider for reclassification those students whose overall proficiency level is *Early Advanced or higher* and:
 - Listening/speaking is *Intermediate or higher*
 - Reading is *Intermediate or higher*
 - Writing is *Intermediate or higher*



Guidelines for Reclassification of English Learners

Assessment of English Language Proficiency (continued):

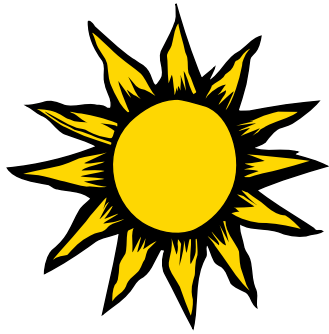
- ◆ **Students whose overall proficiency level is in the upper end of Intermediate may also be considered for reclassification if additional measures determine the likelihood that a student is proficient in English**
- ◆ **Use most recent available test data**
- ◆ **Reclassification levels are the same as the initial identification levels specified by the California Department of Education (CDE)**



Guidelines for Reclassification of English Learners

Teacher Evaluation:

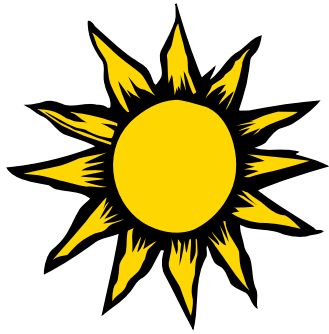
- ◆ **Use student's academic performance**
- ◆ **Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification**



Guidelines for Reclassification of English Learners

Parent Opinion and Consultation:

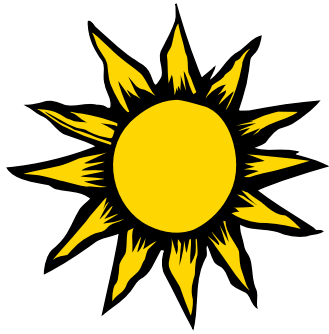
- ◆ Provide notice to parents and guardians of their right and encourage them to participate in the reclassification process, and
- ◆ Provide an opportunity for a face-to-face meeting with parent or guardian



Comparison of Performance in Basic Skills

Definitions:

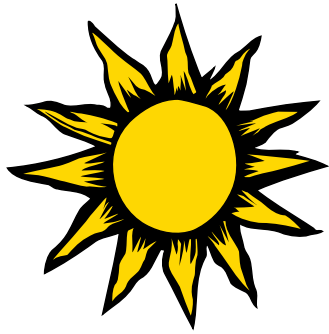
- ◆ **“Performance in basic skills”** means the score and/or performance level resulting from a recent administration of the English-Language Arts (ELA) section of the California Standards Test (CST)
- ◆ **“Range of performance in basic skills”** means a range of scores on the ELA CST corresponding to a performance level or a range within a performance level
- ◆ **“Pupils of the same age”** refers to pupils who are enrolled in the same grade as the student who is being considered for reclassification



Comparison of Performance in Basic Skills

Basic skills criteria:

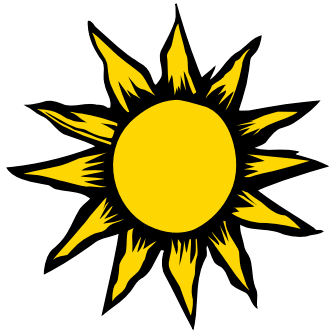
- ◆ A pupil's score on the ELA CST in the range from beginning of Basic level up to midpoint of the Basic level suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification
- ◆ Districts may select a cut-score in this range



Comparison of Performance in Basic Skills

Basic skills criteria (continued):

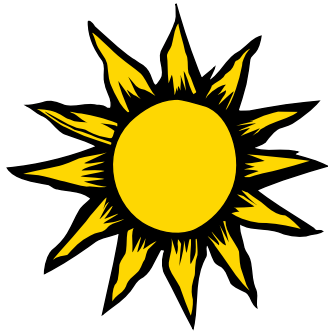
- ◆ Pupils with scores above cut-point selected by the district should be considered for reclassification
- ◆ For pupils with scores below cut-point selected by districts should attempt to determine:
 - whether factors other than English language proficiency are responsible for low performance on the ELA CST
 - whether it is reasonable to reclassify the student
- ◆ For pupils in grade 12, grade 11 ELA CST results should be used, if available



Comparison of Performance in Basic Skills

Basic skills criteria (continued):

- ◆ For pupils in grades 1 and 2, districts should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results
- ◆ Kindergarten students who have been identified as English Learners probably should not be reclassified
- ◆ Districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind

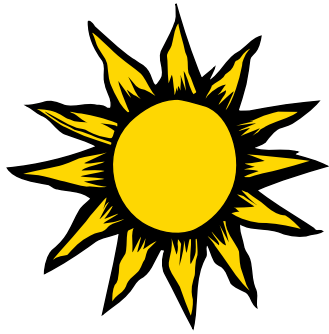


Estimated Reclassification Rates

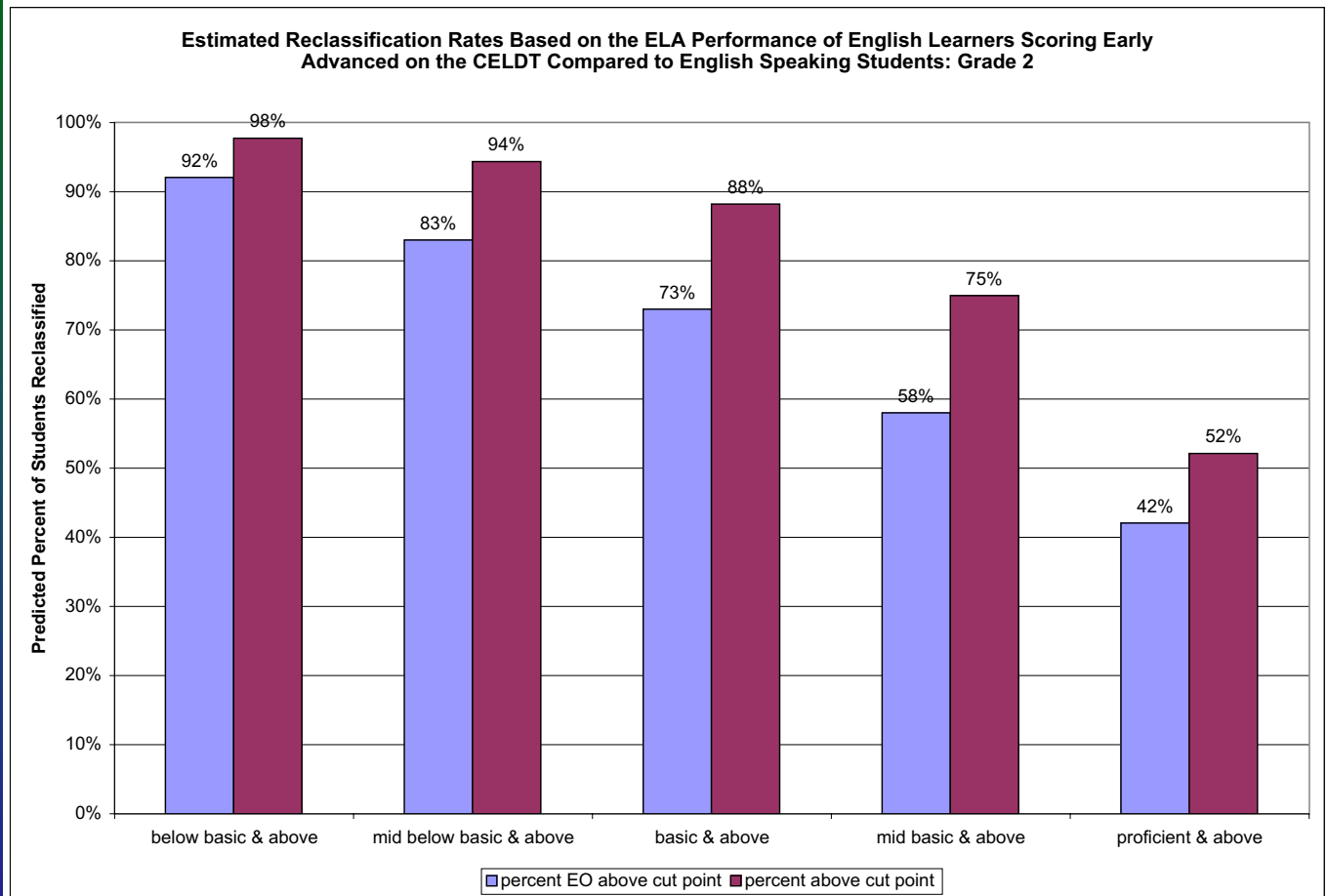
	Grade ¹										
	2	3	4	5	6	7	8	9	10	11	12
Total Tested in 2001 Annual CELDT Assessment ²	164,889	154,952	133,499	125,064	107,430	91,740	84,955	70,606	67,438	53,315	39,037
Total Students Scoring Early Advanced or Above on 2001 Annual CELDT Assessment ²	22,611	15,031	25,034	35,543	25,631	29,148	32,241	28,465	29,383	25,672	20,375
Estimated Percent of students who scored Early Advanced or Above in the 2001 Annual CELDT Assessment, and who also scored Basic or above on the CST ELA ³	88.2%	71.7%	65.2%	65.2%	55.1%	49.7%	40.7%	36.9%	34.8%	31.3%	31.3% ⁵
Estimated Number of Students who would be Considered for Reclassification ⁴	19,943	10,777	16,322	23,174	14,123	14,487	13,122	10,504	10,225	8,035	6,377
Total Number to be Considered for Reclassification											147,089
Total Percent to be Considered for Reclassification											13.50%

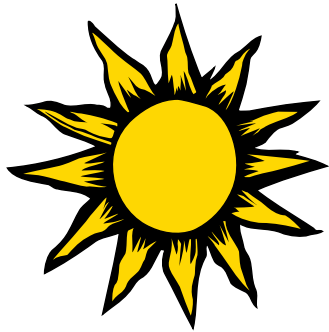
NOTES:

1. CST ELA is only administered to grades 2 through 11.
2. Results based on students tested during the 2001 annual CELDT assessment (July 1 through October 31).
3. Results based on a matched data file containing both ELA CST and CELDT annual assessment results for 487,195 students.
4. Reclassification is based on four criteria. The estimate of reclassification provided in this table was based solely on students' performance on the CELDT and ELA CST and does not include parent consultation or teacher evaluation.
5. Eleventh grade ELA CST results were used to estimate twelfth grade results.

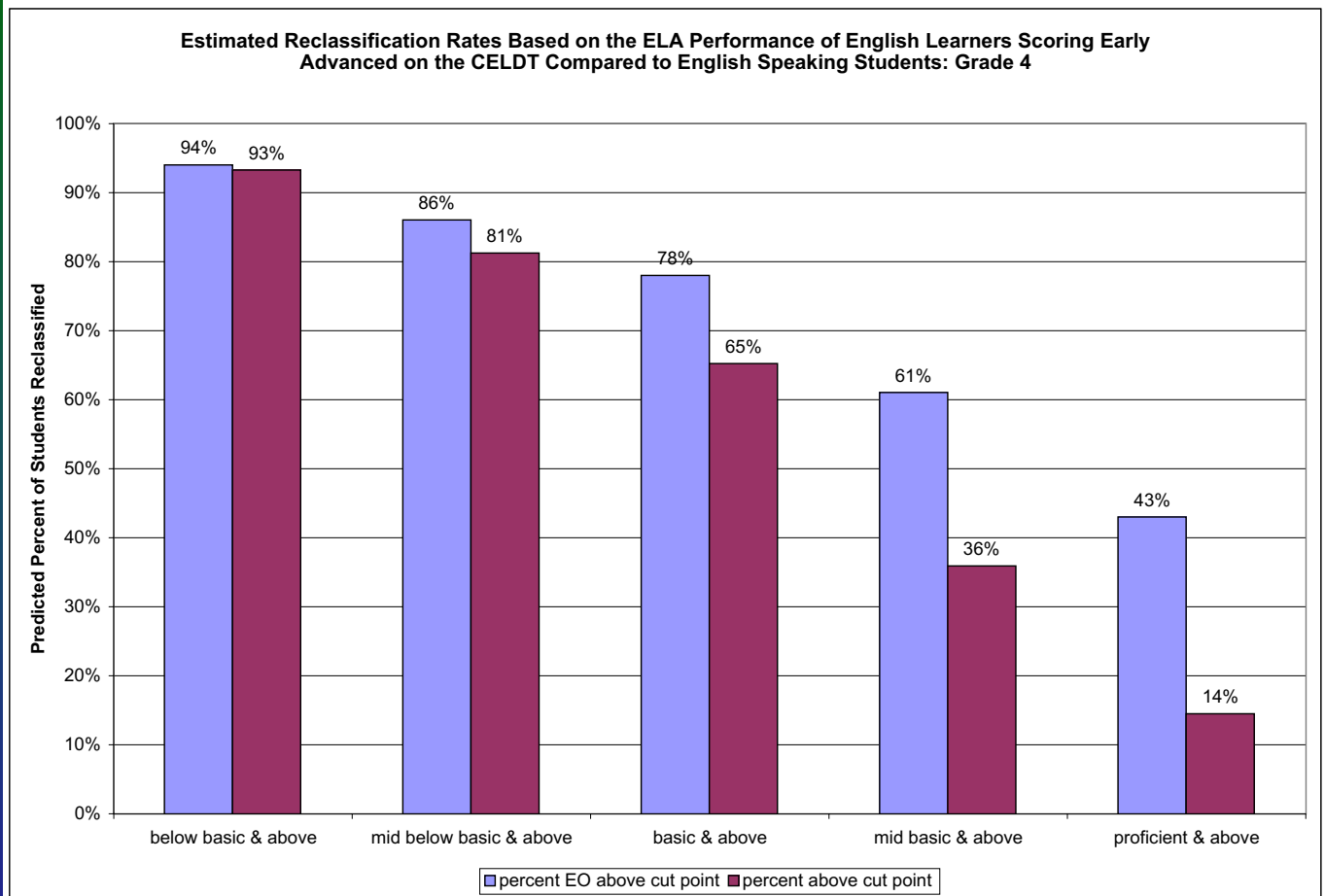


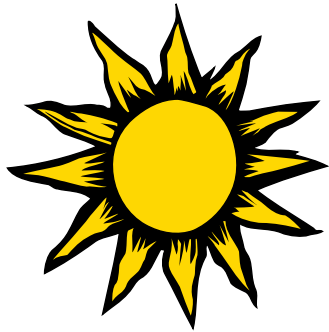
Estimated Reclassification Rates—Grade 2



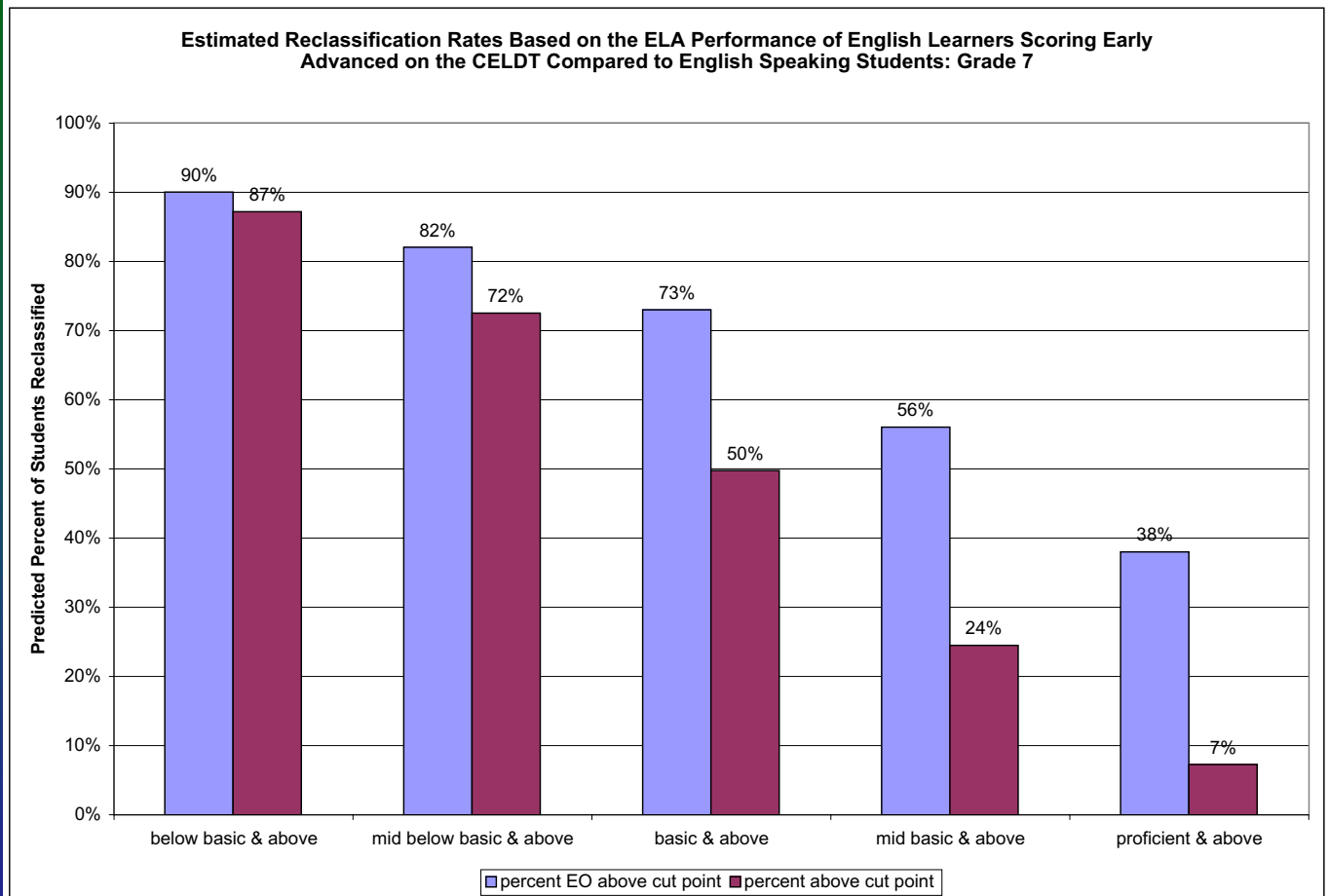


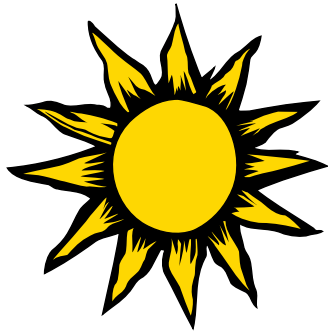
Estimated Reclassification Rates—Grade 4





Estimated Reclassification Rates—Grade 7





Estimated Reclassification Rates—Grade 10

